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ABSTRACT

Guidelines for teaching German in the elementary school are presented. The program is designed to develop the skills of careful listening and accurate pronunciation and to provide pleasurable learning experiences through dialogues, songs, and games. German is contrasted with English to relate the language experience to other aspects of the curriculum and to motivate students toward subsequent foreign language study. The approach is informal. Specific techniques include: choral repetition, individual repetition, listening to the teacher and to recorded voices, listening to dialogues and stories, grammar development and drills, dialogue practice, singing songs, reading labels, reading and writing simple sentences, writing letters and invitations, memorizing dialogues/poems/songs, reading simple books and magazines, learning about German holidays, and learning about Germany and ways of life. The time available for the program is usually 20 to 30 minutes, once or twice a week. Suggested materials are listed. Guidelines for teachers and volunteers are offered, and a suggested lesson plan format for a 30-minute class is presented. Materials on the following topics are included: self-introduction; greetings; expressions; colors and numbers; parts of the body; clothing; days of the week, months, and seasons; telling time; vocabulary; the family; and boys' and girls' names. (SW)

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German

Foreign Language EXperience in the Elementary School

FL013099

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Anne Arundel County Public Schools
Foreign Languages & ESOL/Multicultural

Dr. Gladys Lipton
Coordinator

Dear LEX Instructor:

These guidelines for teaching foreign languages in elementary school (LEX) have been developed by:

Margaret Winters, Marley Junior
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We hope that they will assist you in the presentation of foreign languages and foreign cultures. Youngsters of elementary school age are eager to learn new phrases and sounds and they are curious about the people who speak a foreign language.

The materials for your use are as follows:

1. A curriculum guide consisting of 24 lessons.
2. A set of master copies for transparencies to accompany the lessons.
3. A master copy of the student workbook.

We know that you will enjoy the LEX experience and that you will make every effort to have your students want to continue the study of a foreign language.

Sincerely,

Gladys Lipton

Dr. Gladys Lipton
Coordinator of Foreign
Languages & ESOL/Multicultural

September , 1980

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Rationale for the L.E.X. Program

The L.E.X. program is designed to give the elementary school student some pleasurable experiences in learning a foreign language through dialogues, songs and games. This program is designed to develop the skills of careful listening and accurate pronunciation. It is hoped that this program will establish a firm foundation for subsequent language study and also that the students will gain a cultural understanding of the people whose language they are learning.

SOME GENERAL OBJECTIVES FOR TEACHING A FOREIGN LANGUAGE IN THE ELEMENTARY SCHOOLS

1. To develop an interest among the students to begin the study of the foreign language.
2. To help students to experience success in their initial contact with the foreign language.
3. To develop the ability to hear correct pronunciation, to repeat words, phrases, and sentences and to make oral use of the elements of the foreign language in appropriate situations.
   a. To train the student to listen by watching the teacher's lips and gestures.
   b. To teach the student, through informal play, dramatization and puppets to speak the foreign language in the way that a native child of the same age would speak.
   c. To develop rote near-native pronunciation and normal rate of speech.
4. To teach some reading and writing skills as soon as the basic skills of listening and speaking are learned. The work is entirely oral for grades K-3 since they are just beginning to be able to read and write in their native language.

5. To further cultural understanding and appreciation of countries and their people.

WHY L.E.X.?

Children enjoy learning a foreign language.

Children are curious about strange new sounds.

Children are excellent mimics. Younger children are still learning words in their own language, so their ears are tuned to new sounds.

Children are less self-conscious about pronouncing strange sounds.

Because of their ability to imitate so well, children are capable of developing good listening habits and correct pronunciation.

By starting a second language early, children are facilitated in the development of an understanding of language concepts. That is, the study of a foreign language helps children to understand their own language better.

Children benefit from a longer sequence of language study. They can use this knowledge of a foreign language to open the door to a new career.

Children develop a firm foundation for further language study by starting early.

Children can gain a cultural awareness of the people who speak the language they are learning.

Goals of the LEX Program

LEX is the introduction of a foreign language experience in the elementary school program.

GOALS

- to develop language awareness in elementary school youngsters
- to develop some of the language skills required in basic educaton, such as careful listening and accurate pronunciation.
- to contrast the foreign language with English for skills and concept development
- to correlate the language experience wtih other aspects of the curriculum (e.g., with Social Studies, Language Arts, Art and Music)
- to motivate students for subsequent foreign language study

PURPOSE

- to introduce, on a very informal basis, words, phrases and conversations in a foreign language (K-6)

LANGUAGE CHOICE

- the choice of language will depend upon the background of the teachers and parents and high school student volunteers

CONTENT

- conversations based on home, school and daily activities, and games, songs and poems

METHODOLOGY

- an informal approach, with an emphasis on comprehension and speaking the language (See Hints for Teaching)
- choral repetition
- individual repetition
- listening to the teacher, to recorded voices
- listening to dialogues, stories, questions and answers
- grammar development and drills
- dialogue practice
- singing songs
- reading labels around the room
- reading simple sentences
- writing simple sentences
- writing letters and invitations
- memorizing dialogues, poems, songs
- reading simple books and magazines
- preparing dramatic presentations
- learning about different and similar ways of life
- learning about holidays in countries where the language is spoken
- learning about comparative fairy tales

TIME

- The time available is usually 20-30 minutes, once or twice a week. Other alternatives to suit the needs of the educational program are arranged locally.

MATERIALS

- Few materials are needed for the program, since the methods involve a great deal of listening and speaking activities particularly grades 1-3. A limited amount of writing and reading is introduced at all levels, but the emphasis should be on communication. Other materials which can be used are:

posters	flannel board, felt cutouts	newspapers
pictures	calendars	phonograph & records cassettes
chalkboard	flags	
maps, globe	dolls	books
magazines	workbooks	stamps
real objects	menus	experience charts

TEACHERS

- In some schools the classroom teacher offers the foreign language instruction. In others, either a parent or a high school student comes into the classroom on a pre-arranged schedule, which is convenient for the classroom teacher and the volunteers.
- The classroom teacher's role is a key to the success of the program. His/her role is <u>extremely important</u> in order to:
  1. present a positive attitude toward the foreign language instruction.
  2. prepare the youngsters to be ready and eager for the instruction.
  3. watch for topics and/or activities during the language lesson which can be used in follow-up activities; (e.g., playing a cassette or phonograph recording, discussing an aspect of foreign language contrasts with English language words and expressions, map study, cross-cultural information gathering, room decoration, etc.

TEACHERS (Cont.)

4. encourage gifted and talented students to explore the language and cultures in greater depths.
5. plan for ways to correlate the foreign language and other subjects, such as Social Studies, Art, Music and Language Arts.
6. encourage youngsters to bring in foreign language picture books from the library.
7. have students look for "foreign" words, which have become a part of our English language, as they appear in newspapers and magazines (e.g., sombrero, chapeau, etc.).
8. have a bulletin board devoted to topics related to the foreign language: current events, pictures, labels, advertisements, greeting cards, etc.

SUGGESTED LESSON PLAN FORMAT FOR A 30 MINUTE CLASS

I. Opening Routine (5 minutes)
   A. Roll Call in the Foreign Language
   B. Review of Items Previously Taught such as:
      1. What day is today?
      2. What is the date?
      3. What is the weather like today?

II. Introduction of New Material (with visuals)
   A. Present the new work
      1. Drill with the entire class
      2. Drill with individual students

III. Present a game, song or other "fun" activity which will reinforce the newly learned material. (10 minutes)

IV. Closing Routine and Plans for Follow-Up

Teacher: Au revoir, Classe

Class : Au revoir, Madame

Vary this routine by shaking hands and saying good-bye to individual students.

METHODOLOGY TIPS FOR LEX

The teacher should then skim over each unit in order to get a general idea of what will be taught. The teacher does not have to follow the lessons at the pace suggested. If the students seem to need more practice on an item, fill in with extra activities and extra games. (See list of games.)

It is suggested that the units be taught in sequence since they are carefully graded to include previously learned vocabulary. (Follow the directions for each session, using the corresponding transparency

METHODOLOGY TIPS (Cont.)

and workbook exercise.)

Each unit consists of vocabulary to be thoroughly mastered, suggested procedure (session by session) and related songs, games and poems.

Spend one day a month on review of previously learned material. Use a game like Tic, Tac, Dough for review (see List of Games). This may take 15-20 minutes. Use the rest of the class time to sing familiar songs or learn a new one. The Game Songs are a great deal of fun for the children and also culturally authentic.

After the days of the week, date and weather have been taught, the teacher may wish to make a weatherboard from strips of tagboard stapled to a posterboard. The strips can read: (in the foreign language)

What day is today?
What is the date?
What is the weather like?

Have smaller strips made up with numbers, months, days of the week and weather conditions.

Have students keep a picture dictionary to correspond with units 3-9. For homework, give students an assignment of looking for pictures in magazines. The pictures can be assigned for each unit of study. Give them time in class to paste and label pictures in their notebook.

Be creative in adding to each unit with songs and games and additional activities.

Be aware of students' need for more drill in certain units.

METHODOLOGY TIPS (Cont.)

The pace of each session must be lively with well-timed changes from one activity to another. This helps to keep the children alert and interested in what they are learning.

The teacher needs to use a variety of teaching techniques. Vary class response through:

a. choral response -- the whole class responds together
b. group response -- divide the class into 2-3 groups
c. individual response -- ask a question and point to a child to answer it
d. chain response (round robin) -- one child asks a question; the next child answers the question and that child in turn asks a question of the next child, etc.

When a child gives an incorrect answer, ask another child for the answer. Then go back to the first child who missed the question. It is important not to embaras; the student when he makes a mistake.

Use dialogues. Dramatize them so that the students understand what is being said.

Plan for constant review of previously learned material. Combine previously learned material with new vocabulary such as colors with clothing, clothing with weather, etc.

Use attractive visual aids. The teacher should use many types of visuals to illustrate vocabulary, such as transparencies, flash cards, real objects, etc. Young children through the 4th grade like to touch and hold puppets, toy animals and other objects. Puppets are very useful and entertaining in teaching dialogues. Older elementary students prefer pictures to toys.

METHODOLOGY TIPS (Cont.)

The teacher should try to talk as much as possible in the foreign language. There should, however, be some period of talking in English, especially in the beginning stages of language learning. It is important for the student not to be overwhelmed with the foreign language, but to gradually become comfortable with it through dialogues, games and songs.

The children should not be taught isolated vocabulary. Along with the teaching of vocabulary, teach the children how to use the vocabulary in practical sentences. Have the children respond in complete sentences instead of one word answers or partial phrases. Don't present too much vocabulary at one time. Ten words at a time is sufficient.

Understand that quality learning is more important than quantity learning. Material which is thoroughly learned will be remembered for a longer period of time. Continue to teach new material until most of the students have learned it. It is important to review the material frequently enough so that it isn't forgotten.

Games are an entertaining way to learn a foreign language. (See section on games.) They also serve a purpose of channeling excess energy and eliminating boredom particularly when used near the end of the class time.

GUIDELINES FOR VOLUNTEERS

1. Be enthusiastic about teaching a foreign language. Your enthusiasm will be contagious. The children will look forward to each class.

2. Be faithful in coming at the designated time. If you must miss a class, let the principal and the children know that you will be absent. Unless you hold class most of the time, you will lose the interest of your students.

3. Do not become discouraged if the children do not remember well from session to session. It takes a lot of practice and a lot of review.

4. Think of a number of things to do in any one lesson, however short. Have students repeat vocabulary, use the vocabulary in a complete sentence, practice the newly learned expressions through dialogue, etc. Always include a fun activity near the end of the class.

5. Use a variety of materials: pictures, charts, real objects, toys, puppets, etc.

6. Make sure that the children learn something new every lesson, as well as review items which have been introduced.

7. Always try to have a surprise for the children, such as something in a box for a guessing game.

8. Add a little competition to the classroom by giving flag stickers to those who have won a game. Divide the class into two teams. Reward the winning side. From time to time, reward the child with the most flag stickers. Keep a chart with each child's name. Let the children put the stickers beside their names.

9. End the lesson with a slight hint of what will be happening in the next lesson, such as: "We'll play a new game," "I'll bring a surprise," etc.

10. For homework, have the children teach what they have learned to a friend or family member.

GUIDELINES FOR VOLUNTEERS (Cont.)

11. Choose a class President and Secretary. The class might vote by counting in the foreign language. Change the officers each month so that everyone gets a turn. The President could ask the questions during opening routine. The Secretary could take the roll.

12. Use native speakers for information. They generally are glad to tell you about their customs. Ask them to teach you some games and songs they knew as children. This lends authenticity to your teaching.

GUIDELINES FOR THE CLASSROOM TEACHER

The classroom teacher's role is a key to the success of the LEX program. His/her role is extremely important in order to:

1. Present a positive attitude toward learning a foreign language .
2. Prepare the students to be eager and ready for instruction.
3. Watch for topics and/or activities during the language lessons which can be used for follow-up activities (e.g., discussing an aspect of foreign language culture, contrasting foreign language words with English language words and expressions, map study, etc.) Find out what the children are interested in and teach about those things.
4. Encourage gifted and talented students to explore the language and culture in greater depth.
5. Plan for ways to correlate the foreign language and other subjects, such as social studies, art, music and language arts.
6. Have students look for foreign words which have become part of our English language (e.g., sombrero, chapeau, etc.).

First Day

1. Introduce yourself:

   Guten Tag, Kinder. Ich heisse Frau (Fräulein, Herr)

2. Tell them that custom and discipline in foreign schools differ from those in the United States. Tell them that they will stand up at the beginning of each class period to greet you. Have them practice.

   TEACHER: Guten Tag, Kinder.
   STUDENTS: Guten Tag, Frau _____(Fräulein, Herr)

3. Tell the students that they will have German names since they will be pretending to be students in Germany. Tell them that you will bring name tags with their German name the next time.

4. Show the students a map of Germany and tell them they will be studying the language and the customs of the people of Germany.

5. Explain the importance of listening with our ears and eyes. Also explain the importance of clear loud response. Remind them always to answer in German.

6. Teach "What is your name? " "My name is_____ "

   TEACHER: Wie heisst du?
   STUDENT: Ich heisse _____

Use the round robin technique: One child answers; then asks the next child the same question.

7. Play Knock, Knock. (See list of games.)

8. Pass out workbooks. Have them fill out the first page on name, address, etc. Find out how many German words the students already know.

9. Dismissall TEACHER: Auf Wiedersehen, Kinder.
   Students: Auf Wiedersehen, Frau. (Fräulein, Herr)

Ask students to bring in hand puppets or "play people" for the next class. Many students may have little "characters" they play with at home. These may be finger puppets, hand puppets, wooden peg people, etc. Any of these would be good for review and practice use of names.

Second Session (Greetings)

1. Review the material from the first session.

2. Call roll,
   Hand out name tags with the children's German names. Have the Children wear the name tags until you have learned their names.

3. Review:

   TEACHER: Wie heisst du?
   STUDENT: Ich Heisse_____

4. Teach the following new material (using puppets or play people the students have brought from home.)

   TEACHER: Wie geht's?
   STUDENT: Sehr gut, danke, und dir?
   Prima! Frau

Use the round robin technique. Tell the students that these expressions will be added to the opening routine:

TEACHER: Guten Tag, Kinder.
STUDENTS: Guten Tag, Frau, (Fraulein, Herr)
TEACHER: Wie geht's?
STUDENTS: Sehr gut, danke und Ihenen.
TEACHER: Sehr gut, danke

After a few weeks, tell the students when to use the informal form (when talking to a friend, a family member, a pet.) And when to use the formal form (when talking to more than one person, when talking to an elder.) As soon as the students understand, substitute the formal form for the informal when addressing the entire class.

5. Song (See list of songs.)

6. Dismissal. Shake hands with individual students saying. . .

   TEACHER: Auf Wiedersehen,_____
   STUDENT: Auf Wiedersehen, Frau. (Fräulein, Herr)

7. Homework: Have the students teach what they have learned to a friend. Ask them to bring a notebook for a picture dictionary.

Third Session

1. Opening routine: Call roll and review greetings with individual students.

2. New material: Present first set of transparencies with Tape #1.

3. Workbook, page 2.

   Teacher's instructions: Have the children write the number of the word you are saying beside the correct picture.

   1. der Junge 2. das Madchen 3. Frau 4. Herr 5. Fräulein

4. Workbook, page 3. (map)

   Teacher's instructions: 1. Put your map transparency on the overhead.
   2. Circle the improtant cities.
   3. Outline the important rivers.
   4. Have children fill in their maps.

5. Song: Bruder Jakob

6. Dismissmal routine

7. Homework: Have several students bring in a toy telephone. Be sure to have at least two telephones for the next class.

Fourth Session

1. Opening routine

2. New material: Greetings

Show Transparency #1

Tell students that the Europeans greet strangers and casual acquaintances with a handshake. Friends are greeted with a hug and a kiss on both cheeks.

Teach Nicht so gut as an alternative for Wie geht's?

3. Have students practice: Wie geht's?
   Nicht so gut und dir?

Show Transparency #1 for teaching the above concept.

4. Fun Acitvity: Practice the following dialogue using toy telephones. Before beginning the dialogue, teach Komm, spiel mit mir.

Peter:	Hallo, hallo.
Karl:	Karl hier. Wer ist das?
Peter:	Ich bin Peter.
Karl:	Wie geht's?
Peter:	Sehr gut, danke.
Karl:	Komm spiel mit mir.
Peter:	Gut, ich komme. Tschüss!

5. Dismissal routine.

UNIT TWO---CLASSROOM EXPRESSIONS

Length of time: Three sessions

Vocabulary and expressions to be thoroughly mastered:

Was ist Das? Das ist...
der Stuhl
das Fenster
der Gummi
das Buch
das Heft
der Schuler
der Lehrer

der Bleistift
der Tisch
die Kreide
der Wischer
die Landkarte
der Kugelschreiber
die Schulerin
die Lehrerin

das papier
die Tur
die Tafel
die Flagge

der Bleistiftspitzer

Commands:

Öffnen Sie ... die Tür! Öffnet
Machen Sie Macht die Bücher auf! (zu)
Schreiben Sie Schreibt
Wischen Sie.....ab
Hören Sie zu Hört...zu
Ruhe, bitte
Achtung, bitte Gebt/acht!
Setzt euch! Setze dich
Steht auf! Steh auf

Prepositions: auf/an, vor, unter, hinter, in/im, über
hier dort

Procedure:

Lesson One: 1. Introduce words for items on Transparencies 3-8. Point to one item at a time.

TEACHER: Was ist Das?
STUDENT: Das ist der Tisch.

Teach one item at a time. Ask several students to name the item. When the students are able to say the word well, continue with the next item. Keep

returning to previously taught items to reinforce the meaning and pronunciation.

2. Game: Classroom Mix-up (See list of games.)

3. Homework: Ask children to bring a notebook.
Ask them to make a picture dictionary.

Lesson Two: 1. Review words learned in Lesson One.

2. Workbook, page 3.
Have students cut out pictures on page 3 and paste them in their notebooks. Have them label each item.

3. Teach commands using the new vocabulary. Have students obey commands to demonstrate understanding.

TEACHER: Gehen Sie an die Tafel
(Student obeys the command.)

4. Game: Simon Says

Lesson Three: 1. Review words and expressions

2. Demonstrate the prepositions. Use concrete examples

3. Ask questions:

TEACHER: Wo ist das Buch?
STUDENT: Das Buch ist (auf dem Tisch.) dort, hier

4. Workbook, page 4

UNIT THREE--COLORS AND NUMBERS (1-10_)

Length of time: Two sessions

Vocabulary and Expressions:

gelb	rosa	schwarz	weiss	lila
grün	orange	blau	braun	rot

eins, zwei, drei, vier, fünf, sechs, sieben, acht, neun, zehn,

Procedure:

Lesson One: 1. Introduce colors.
Ask:

TEACHER: Wie ist das Papier?

STUDENT: Das Papier ist rot.

2. Play Game: Cowboys and Indians. (See list of games.)

3. Workbook. Page 5. Have students color the items according to the color you say.

Lesson Two: 1. Review colors.

2. Teach numbers 1-10. Use Transparency # 9

3. Use Transparency # 9 and Tape # 3 as practice for numbers and colors.

4. Game: Choose a number game from the list of games.

UNIT FOUR--PARTS OF THE BODY

Length of Time: Two sessions

Vocabulary and Expressions:

der kopf	das Haar	das Auge/die Augen
die Nase	der Mund	die Zähne
die Lippen	das Ohr	die Zehen
die Hand	der Fuss/die Fusse	der Körper
der Finger	der Daumen	das Bein
die Zunge	der Hals	der Ellbogen
der Rücken	das Knie	das Gesicht
die Schulter (n)	der Arm	

Procedure:

Lesson One: 1. Introduce parts of the head, using Transparency #10.

TEACHER: Was ist das?
STUDENT: Das ist der Mund.

2. Game: Simon Says

Sigfried sagt: Fasst den Kopf an.

Lesson Two: 1. Introduce parts of the body, using Transparency # 10 and 11.

2. Game: Sigfried sagt

UNIT FIVE--CLOTHING

Length of time: Two sessions

Vocabulary and Expressions:

Kleidung	die Bluse	die Schuhe
die Handschuhe	das Kleid	die Stiefel
die Wolljacke	die Handtasche	der Anzug (den)
die Hose	die Strümpfe	der Wintermantel (den)
der Rock (den)	die Socken	der Hut (den)
das Hemd	der Regenmatel (den)	die Jacke
die Jeans	Was trägst du?	Ich trage (den)...

Procedure:

Lesson One:

1. Introduce vocabulary items with Was ist das?
2. Use Transparencies #12-15. After students know their vocabulary well, ask:

   TEACHER: Was trägst du?

   STUDENT: Ich trage die Socken.
3. Workbook, page 6.
4. Homework: Have students bring in pictures of clothing for the picture dictionary.

Lesson Two:

1. Review vocabulary.
2. Teach remaining items, using the same question Was trägst du?
3. Game: Exchange (See list of games.)
4. Picture dictionary. Ask students to paste and label clothing pictures which they brought in.

UNIT SIX--DAYS OF THE WEEK, MONTHS AND SEASONS

Length of time: Four sessions

Vocabulary:

Montag	Juli
Dienstag	August
Mittwoch	September
Donnerstag	Oktober
Freitag	November
Samstag	Dezember

Sonntag	Was ist heute?
Januar	der Monat
Februar	Welchen Monat haben wir jetzt?
Marz	das Datum
Mai	(Den wievielten haben wir jetzt?) Was ist des Datum.
Juni	der Sommer
	der Frühling
	der Winter
	der Herbst
	Welche Jahreszeit haben wir?

Numbers 11-14 elf, zwölf, dreizehn, vierzehn, fünfzehn

Wie alt bist du?

Ich bin_____Jahre alt.

Procedure:

Lesson One:
1. Teach days of the week.
2. Ask:

   Was ist heute? Heute ist Dienstag, der 9. September
3. Workbook, page
   Have students write the names of the days of the week on the week on the calendar.

Lesson Two:
1. Teach months of the year.
2. Use Transparencies #17 and 18
3. Workbook, page 7
   Have students write the months under the picture.

Lesson Three:
1. Review numbers 1-10
2. Teach the four seasons using Transparency #19.
3. Ask:

   TEACHER: Welche Jahreszeit haben wir?

4. Poem:

Dreissig Tage
Dreissig Tag hat November
April, Juni und September
Februar hat unter dreissig
Und die anderen ein und dreissig.

Lesson Four: 1. Review numbers 11-15.

2. Teach words for birthday and age, using Transparency # 20.

3. Ask:

TEACHER: Wie alt bist du?
STUDENT: Ich bin_____Jahre alt.

UNIT SEVEN--TELLING TIME, NUMBERS

Length of time: Three sessions

Vocabulary:

sechzehn, siebzehn, achtzehn, neunzehn, zwanzig, dreissig, vierzig, funfzig, null

Minuten Wieviel Uhr ist es? Es ist ein Uhr.
Es ist halb funf. Es ist viertel nach eins.

Wieviel ist_____und_____?
minus

Procedure:

Lesson One: 1. Teach numbers 15-30.
2. Game: Use one of the numbers game on the list of games.
3. Song about numbers.

Lesson Two: 1. Review numbers 1-30.
2. Teach time using a clock with movable hands
3. Use Transparency # 22.
4. Workbook, page 8.

Have students fill in the time the teacher calls out.

Lesson Three: 1. Teach numbers up to 50

2. Use Transparency #21.

3. Do some mathematical problems:

TEACHER: Wieviel ist_____minus_____und_____?

STUDENT: _____und_____sind_____
minus

UNIT EIGHT---WEATHER

Length of time: Two sessions

Procedure:

Lesson One:

Vocabulary:

Wie ist das Wetter?	Es ist schön.	Es ist heiss.
Es ist kalt.	Es ist warm.	Es ist sonnig.
Es ist kühl.	Es ist wolkig.	Es regnet.
Es ist winding.	Es schneit.	

Wie ist das Wetter im Dezember? Im Dezember ist es kalt.

Procedure:

Lesson One:

1. Teach weather expressions from transparency # 23
2. Game: Hot, Cold, warm (See list of games.)
3. Ask questions about the weather.

   TEACHER: Wie ist das Wetter im Dezember?
   STUDENT: Im Dezember ist es Kalt.

Lesson Two:

1. Review weather expressions.
2. Workbook, page 9.
   Put the chart on the board and have students fill in the chart.

UNIT NINE--THE FAMILY

Length of time: Two sessions

Vocabulary:

die Familie	die Grossmutter (Oma)
die Mutter (Mutti)	der Grossvater (Opa)
der Vater (Vati)	die Tante
die Schwester	der Onkel
der Bruder	der Vetter

das Baby	die Kusine
der Hund	die Nichte
die Katze	der Neffe

Wer ist das?
Das ist meine Mutter.

Wie geht es deinem Vater?
Es geht ihm gut.

Wo ist dei Bruder?
Mein Bruder ist in der Klasse.

Procedure:

Lesson One:

1. Present vocabulary using Transparency #24.
2. Ask questions:

   TEACHER: Wer ist das?
   STUDENT: Das ist meine Mutter.

   After the vocabulary is thoroughly learned, ask additional questions:

   Wie geht es deinem Vater?
   Wie viele Personen gibt es in deimer Familie?

3. Song: Bruder Jakob

Lesson Two:

1. Review vocabulary from Lesson One.
2. Ask additional questions.
   Wie alt ist deine Schwester?
3. Activity: Using page in the workbook, have students make a family tree. They may label the names and then in pairs exchange their papers, asking <u>Wer ist das</u>?

GIRL'S NAME

Amelia	Amalia	Josephine	Josefine
Ann	Anna	Julia	Julie
Catherine	Katarina	Laura	Lore
Celilia	Cecilie	Lillian	Lili
Claire	Klara	Louise	Luise
Clara	Klarchen	Lucy	Luzie
Constance	Stanze	Lucretia	Lukrezia
Dinah	Dina	Lydia	Lydien
Dorothy	Dorothea	Madeline	Magda
Eleanor	Eleonore	Marian	Marianne
Elaine	Eliane	Martha	Marta
Elizabeth	Elisabeth	Matilda	Mathilde
Ellen	Lene	May	Mariechen
Evelyn	Eveline	Nancy	Annchen
Florence	Florenz	Patty	Märtchen
Frances	Fränzchen	Peggy	Gretchen
Genevive	Genoveva	Rose	Rosa
Gertrude	Gertrud	Sarah	Sara
Helen	Helene	Sophie	Sophie
Hilda	Hilde	Sibyl	Sibelle
Isabel	Isabella	Susan	Susanne
Jane	Johanna	Theresa	Therese
Jenny	Hanne	Virginia	Virginien
Joan	Johanna	Wilhemina	Wilhelmine
Joyce	Jodaka	Winifred	Winfreda

BOY'S NAME

Allen	Alan	Henry	Heinrich
Andrew	Andreas	Jack	Hans
Anthony	Anton	James	Jakob
Arthur	Artur	Jerome	Hieronymus
Charles	Karl	John	Johann
Christopher	Christoph	Joseph	Josef
Clement	Klemens	Leonard	Leonhard
Dennis	Dionns	Louis	Ludwig
Dominic	Dominikus	Mark	Markus
Edward	Eduard	Morris	Moritz
Eugene	Eugen	Nathaniel	Nathanael
Francis	Franz	Patrick	Patrizius
Fred	Fritz	Philip	Philipp
Frederick	Friedrich	Raymond	Raimund
George	Georg	Stephen	Stefan
Gerard	Gerhard	Theodore	Teodor
Godfrey	Gottfried	Timothy	Timotheus
Harry	Heinz	William	Wilhelm

GAMES

Games are an important part of the LEX program. They should be played for fun, although they also serve the purpose of reviewing and reinforcing various words and phrases which have been learned.

Games should be simple. Play them toward the end of the period. Vary the games each time so that the children don't get bored playing the same games. If the children get noisy or out of order, immediately stop the game.

Be sure that the children have been taught the necessary foreign language phrases for playing the game. Use games that require the use of foreign phrases. No English should be allowed during the playing of the games. Be creative in thinking of games to play. Ask a native speaker what games he/she played as a child.

VOCABULARY GAMES

Exchange:

Use categories such as fruit, animals, clothing, etc. Seat the children in a circle with one child in the center. Assign each child the name of a fruit, animal or whatever category is chosen. Have at least two children with the same item. The child in the center calls the name of one item. All children assigned that name exchange places. Whoever loses out on a place to sit must go to the center.

Simon Says:

Use after learning parts of the body or use with command forms. The children follow the directions given by the teacher or class leader:

Leader: Simon Says: Touch your head!

Continue playing until one person remains who has followed all directions accurately. (They only follow directions if Simon says it.) Variation: Animal Fly -- Children wave arms if the animal called out flies.

I Am Thinking About (ISpy):

After this statement, the children guess what the teacher or class leader is thinking about or sees. A list of objects can be used to limit the choice. In I Spy, colors can be used: I spy something red.

Leader: I am thinking about something
(I see something red.)

Variation

One child leaves the room. The class chooses a word of vocabulary which they have

learned. When the child is called back into the room, the class says: We have chosen a (fruit, vegetable, or whatever category). Then the child asks: Is it an apple. The class answers yes or no. Three questions are enough.

Class: We chose a fruit.
Child: Is it a banana?

Questions and Answers

Divide the class into two teams. Choose a student from each team to come to the front of the room. Have each child pick a card with a question on it. (The teacher may wish to keep a list of questions on 3x5 cards from each unit.) Each team gets one point per answered question.

Variation: Tic, Tac, Dough -- put categories in each of the boxes. Play the same way as Questions and Answers.

Cowboys and Indians

Six children, the Indians, stand in front of the other children holding pieces of construction paper of various colors behind their backs. The other children try to guess the colors they are holding. They might ask:

Do you have a red paper?
Yes, I have the red paper.
No, I don't have the red paper.

A correct response rewards the cowboy with the paper. The team holding the most papers at the end of the game wins.

Hot, Warm, Cold:

A child leaves the room. Another student hides a piece of chalk somewhere in the room. When the child comes back into the room, the other children tell him whether he is cold, hot or warm. Vocabulary to use:

Picture Bingo

Can be used for any vocabulary lesson. Purchase two identical picture books. Mark off six three inch squares on 6-12 pieces of construction paper. Cut out six different pictures in duplicate. Paste six different pictures in the six squares of construction paper. Mount the six remaining pictures on individually cut squares. Directions for game:

1) Give each child one large card.

2) Explain that you are drawing one square at a time out of your bag. You will call out the name of the item in the foreign language.

3) Whoever has the matching picture can claim it and put it over the corresponding picture. Whoever covers the entire board first wins the game.

Variation: Animal Bingo -- The students can play this after learning the animal sounds in the foreign language. Then, instead of calling out bingo, they can call an assigned animal sound. Sounds like a barnyard!

Animal Sound Examples:

Spanish	French	German
cat - miau	cat - miau	cat - miau
dog - guau	dog - ouah	dog - wau-wau
duck - cua	duck - coin	duck - quak
sheep - be	sheep - bee	sheep - mä
burro - hia	burro - hi han	burro - ia
cow - mu	cow - meu meu	cow - muh
chick - piu	chick - pi pi	chick - piep
hen - ca cara ca	hen - cotte cotte	hen - gack
rooster - quiquiriquí	rooster - cocorico	rooster - kikeriki

Who is it?

The teacher selects a child who sits down with his back to the class and closes his eyes. Another pupil is selected to go to the blackboard and say, "knock, knock" seated child says who is it? The standing child says, "me". The seated child guesses, "Your name is" and the child's name. Give the child three guesses.

In the Basket

A basket is passed around the class and the children choose pictures of articles or actual articles and put them into the basket. Each child adds an article and expands the sentence as follows: First child says, In the basket I'm putting a book," The second child says, "In the basket, there is a book and I'm putting in a pencil." The third child says, "In the basket there is a book, a pencil and I'm putting in a notebook."

Let's Draw!

There are two teams. Two children (one from each team) are called to the board. When they are both at the board, the teacher gives the name of the object to be drawn. She says, for example, "Draw a cat." The first child to draw the object in recognizable form scores a point for his team.

Cock Fight

The teacher pins different colors of paper on students' backs. The students put their hands on their hips with their elbows brought forward to look like wings. The object is for one student to see the paper on another student's back and to say the color in the foreign language.

What's In the Box?

The teacher or a student places a mystery item in the box. Class members ask questions in the foreign language to determine what the object is.

Labeling

The class is divided into two teams. Each team receives an outline of a person. The first team to label body parts correctly wins. (See the following four pages for body labeling.)

NUMBER GAMES

Guess the Number!

The teacher writes 5-6 numbers on the board, one of which the teacher is thinking about. As each number is guessed, the teacher erases that number, until the correct number is guessed. The students say when guessing, "Is it number 6?" Variation - The teacher says, "I'm thing about a number between 15 and 25."

Counting

(Any series of numbers in order.) The children stand up. If a child makes a mistake, he is seated. The game may be stopped at the teacher's discretion or until there is a winner. Variations: Bouncing Ball - The children count by any series of numbers while bouncing a ball. The child who counts correctly for the longest number of bounces wins the game.

Buzz

The children count by any series of numbers in order except that they say buzz for any multiple of 5. Children can be standing or seated.

Team Games

Two teams, equal in number, line up at each side of the room. With the teacher using flash cards, the children read numbers or do addition and/or subtraction. If answered incorrectly, the child sits down. The team with the most remaining standing wins the game.

Variation: Team Blackboard Game - Representatives from two teams come up to the blackboard and write the number of number facts called out. The child who writes it first scores the point for his team.

Number Exchange

Two teams of children are assigned numbers (one from one team corresponds to one from another). When the teacher calls the number, the two children walk swiftly to the other child's seat. The child who is seated first wins the point. This game can also be used for vocabulary.

The popular game of Bingo (Lotto) can also be used for number games.

PUFF DER ZAUBERDRACHEN

von Marlene Dietrich gesungen

Puff, der Zauberdrachen
Lebte am Meer
Auf einem Inselparadies
Doch das ist schon lange her.
Der Kleine Jackie Paper
Liebte den Puff so sehr
Und ritt auf Puff vergnugt und froh
Oft über Land und Meer.

1.

Und lockte sie die Fernen
Schwamm Puff bis nach Schanghai
Von seinem Rücken weht ein Laut
Der Jackie flog "Ahai"!
Die Schiffe der Piraten
Die nahmen gleich Reissaus
Und alle riefen Puff in Sicht
Wir segelin schnell nach Haus.

2.

Ein Drachen, der lebt ewig,
Doch klein Boys, o nein
Und so kam für Puff den Tag
Und er war ganz allein.
Jackie Kam nie wieder
Einsam lag Puff am Strand
Und hieb mit seinem Drachenschwanz
Hoch in diw Luft den Sand.

3.

Er weinte Drachentränen
Traurig war sein Blick,
Doch seine Tranen brachten ihm
Den Jackie nicht zurück
Weil er mit klein'm Jackie
Den besten Freund verlor
Schloss er sich in die Höhle ein
Und kam nie mehr hervor.

JINGLE BELLS

Jingle Bells, Jingle Bells
Klingt's durch Eis und Schnee.
Morgen kommt der Weihnachtsmann,
Kommt dort von der höh.
Jingle Bells, Jingle Bells
Es ist wie ein Traum.
Bald schon brennt das Lichtlein hell
Bei uns am Weihnachtsbaum.

BRUDER JAKOB

Bruder Jakob, Bruder Jakob
Schlafst du noch, schlafst du noch?
Hörst du nicht die Glocken,
Hörst du nicht die Glooken?
Bim, Bam, Bom; Bim, Bam Bom.

DU, DU LIEGST MIR IM HERZEN

Du, Du liegst mir im Herzen,
Du, Du liegst mir im Sinn.
Du, Du machst mir viel Schmerzen.
Weisst nicht, wie gut ich dir bin.
Ja, Ja, Ja, Ja,
Weisst nicht, wie gut ich dir bin.

MEIN HUT DES HAT 3 ECBEN

Dre: Ecben hat mein Hut;
Und hat er nicht dre: Echben,
So ist es nicht mein Hut!